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leaving for a subsequent report the details of eight further chapters whose outline the report contains. Copies of the complete report, which will probably be ready for distribution this spring, may be had, free of charge, upon application addressed to the chairman, Prof. J. W. Young, Hanover, N. H.

In the eight chapters so far published are contained: a detailed discussion of the aims of mathematical instruction, laying down certain general principles and points of views for this instruction with remarks on the organization of subject matter and the training of teachers; a careful consideration of the mathematics for years seven, eight and nine, with suggestions both for the material and its arrangement for the work of these years; similar considerations for the years ten, eleven and twelve, with recommendations for elective courses to be used in this period; college entrance requirements, giving tables showing the relative value of topics as preparation for college courses; lists of propositions in plane and solid geometry; the function concept in secondary-school mathematics, considering this vital notion in its relation the algebra, geometry and trigonometry; general observations and recommendations on the terms and symbols in elementary mathematics.

There are some noteworthy points brought out in this report. The comparatively recent movement toward a unified, or correlated course in mathematics for the secondary schools is given careful consideration. Courses in intuitive geometry are recommended for a place early in the course of mathematical instruction, so also is numerical trigonometry and the elementary notions of the calculus. The history of mathematics and the biographical facts about the men who have made mathematics as we know it possible are recommended for a more important place than they have been here-to-fore given. A concise and careful listing of the more important theorems of solid geometry has long been desired. This report contains such a list.

A review of this momentous report cannot possibly go into detail. The reports itself should be in the hands of every teacher of mathematics, and its considerations and recommendations, whether agreed with or not, given earnest consideration—J. W. L.

The supreme business of the school is to develop a sense of justice, the power of initiative, independence of character, correct social and civic habits, and the ability to co-operate toward the common good.—Dr. Frank Crane.

A NATIONAL COUNCIL TO PROMOTE SOCIAL STUDIES

A NATIONAL COUNCIL for the Social Studies completed its organization in Chicago on February 25th. Its purpose is to lay the foundations for training democratic citizens; and its sponsors believe that such training can result only from a carefully developed and adequately supported system of teaching in the elementary and secondary schools. Its plan looks to promoting coöperation among those who are responsible for such training, including at least the university departments which contribute knowledge of facts and principles to civic education; and the leading groups of educational leaders, such as principals, superintendents, and professors of education, who develop the methods of handling these facts.

An advisory board was set up composed of representatives of (1) the five associations of scholars most nearly related to the purpose of the National Council,—historians, economists, political scientists, sociologists, and geographers; (2) the national organizations of educational investigators and administrators—elementary and high school principals, teachers of education, normal school principals, and superintendents; and (3) regional associations of teachers of history and civics. The function of this advisory board is to bring into the National Council the points of view of the organizations represented by its members and to insure a development of the social studies which will be in harmony with the best educational thought as well as based on the best present practice.

The following officers were elected for the year 1922-1923: L. C. Marshall, professor of Economics in the University of Chicago, President; Henry Johnson, Professor of History in Teachers College, Vice-President; Edgar Dawson, Professor of Government in Hunter College, Secretary-Treasurer; E. U. Rugg, Lincoln School, New York, Assistant Secretary. An executive committee, charged with the general direction of the policies of the association will consist of the officers and the following elected members: C. A. Coulomb, District Superintendent, Philadelphia; W. H. Hathaway, Riverside High School, Milwaukee; Bessie L. Pierce, Iowa University High School.

The first task the National Council is undertaking is the preparation of a Finding List of those experiments or undertakings in the teaching of the social studies which now give promise of being useful. This list will contain such exposition of the character and aims of these experiments as to make it possible for those working along parallel lines to discover each

other and to coöperate more fully than would otherwise be probable. This expository material will have another purpose,—that of indicating outstanding differences of opinion and program in order that these differences may be systematically stated for purposes of analysis and discussion.

To aid in the discovery and assessment of these experiments, the National Council has in preparation a list of *Key Men and Women* who will be appointed in the various states to represent the National Council in its efforts to collect useful information and then to give currency to it. While this organization seems to represent all the elements out of which the best development of the social studies must proceed, the most useful work will be done only with the coöperation of teachers and investigators in all parts of the country to the end that lost motion and useless repetition may be eliminated and that mutually strengthening experiments may be pressed forward.

Persons who are interested in the wholesome development of the social studies, whether teachers or others, and if teachers, whether teachers of the social subjects or of some other subjects, are urged to communicate at the earliest convenient moment with the secretary of the National Council, Edgar Dawson, 671 Park Avenue, New York City.

THE RELATION, IN VISUAL EDUCATION, OF MOTION PICTURES TO MAPS AND CHARTS

THE RESULT of an interesting recent investigation is reported by A. J. Nystrom & Co., map publishers. The increase in confidence in the visual element in education had brought up the question of whether or not there would be a conflict between motion pictures and stereopticons on the one hand, and maps, globes and charts on the other. The result of the investigation disclosed that visual education devices have not adversely affected the sale of maps, globes and charts. The latter are accepted, as they should be, not only as a primary aid in implanting visual impressions of basic relationships in geography, history and biology, but also in utilizing the strong memory value of muscular action. The child can be sent to the map to point out various things, and maps, globes and charts, including blackboard and desk outline maps, are peculiarly suited to the project method in teaching.

The superintendent of visual education in one of the largest cities in America, told the Nystrom Com-

pany that he does not introduce motion pictures into a course until a very thorough ground work has been established in the pupil's minds. He depends upon maps, globes and charts to implant a broad understanding of basic relationships, and the significance of what is to be shown through stereopticon and motion picture devices, before introducing the latter.

The distribution of the publications of the Nystrom Company and their English connection, W. & A. K. Johnston, Ltd., throughout the English speaking world, brought to light an interesting commentary on visual education from China. This is also regarded as an example of how observers working in widely separated times and places, will arrive at the same conclusion. For centuries there has been a statement in the Chinese philosophy that "to see once is better than to hear ten times."

HIGH SCHOOL LIBRARIES

By L. R. WILSON

Librarian, University of North Carolina

ARE NORTH CAROLINA SCHOOLS, particularly North Carolina high schools, placing sufficient emphasis on the use of books on the part of high school pupils? Are they supporting the curriculum with well selected, fairly extensive collections of reference books and collateral readings? Are they teaching the pupils how to avail themselves of the information contained in books?

In order to secure information in answer to these questions I have recently submitted questionnaires to all the white schools of one of the most progressive counties in the State, and to one hundred members of the Freshman class in English in the University. While the answers given can in no sense give complete information, they none the less are highly suggestive and are herewith passed on for the consideration of North Carolina school officials.

The county questionnaire covered 70 schools of which 46 were of 7 grades or less, and 24 were of from 8 to 11 grades. The total enrollment for the year was 7,333 and the total amount raised in 1921-22 for providing books and other library material was \$743.15, or 10 cents per pupil.

Of the 70 schools, 62 had libraries containing a total of 8975 volumes. Eight had none. Of the 62 having libraries, only 25 were open in summer, the other 37 being closed for six months in the year. Twenty of the 70 possess an encyclopedia, 27 an unabridged dictionary, and 15 regularly receive newspapers and magazines. Twelve borrowed books and package libraries